

**The role of creative activities such as comic strips and short stories to enhance writing
production in Ninth grade students: action research.**

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Chapter 1

Project presentation

The following project conglomerates the sum of several proposals and aspects that make up all the parameters of the integral practice.

Becoming a fundamental guideline for the future teacher since the integral practices allow them to consolidate their professional competences, facing them in real situations of the practice of their profession; develop problem-solving skills; and reaffirm their social and ethical commitment. Barry and King (2002) note that, “Teaching practicum provides the opportunity to apply the principles of teaching and learning that have been studied during course work”.

But the most important thing is that it is a great opportunity to contribute to the improvement of the teaching of a second language in the schools of Colombian schools and in those places where the practice of English is not taken into account and very little valued.

In general, the project is made up of three components: Pedagogical-Investigative, Extension to the community and the intra-institutional one.

First of all, the pedagogical component comprises a didactic proposal developed by teachers in training from an institutional need or problem identified from a process of diagnosis and observation, which has the purpose of implementing projects, programs, sequences planning and other didactic practices.

Secondly, the second component has the purpose of extending other proposals and strategies to a primary school where there are no trained teachers in this area.

And finally, the component of intra-institutional activities aims at the participation of the teacher in the activities concerning the area of English, whether of a cultural or academic nature.

Introduction

The vast majority of the methodologies for teaching English are based on a traditional teaching that encompasses very theoretical and rigid practices through the teaching of grammatical rules that hinder the process of learning the language. Making this learning a rigid, boring and difficult process. That is why this project aims to contribute to the improvement of English teaching practices through a more dynamic and creative methodology so that both children and young people can acquire knowledge of the language in a more meaningful way. Through story creation activities, comic strips where students can express their ideas and emotions, improving their communication skills, as well as the use of songs, rounds, pictures that capture the students' attention and the acquisition of the language will be much easier. Since language itself is a creative act and if it is not stimulated, it is difficult for children and young people to communicate.

A language must be above all a means of communication. Beginning with Chomsky (1957), the accent is placed on the creative aspect of language. It is not a matter of repeating given sentences or phrases but of being able to form all the possible sentences of a language. to put all their knowledge in a given communication situation.

Justification

The difficulty to communicate, express ideas in the English language, added to the challenges imposed by the covid 19 pandemic, is the fundamental basis that this project leads to rethink through the implementation of creative strategies that allow developing their communicative skills, especially the written competence. Taking into account that the development of this skill facilitates the students' cognitive processes to organize their ideas. Transforming their ideas into readable phrases. Additionally, students exploit their ideas by creating in their original function. This prepares students to use the language instrumentally outside of the classroom. As Walsh (2010) says: Writing is important because If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else.

In short, writing leads us to an internal exercise with our own ideas and thoughts and to make these are expressed communicatively and linguistically correct.

That is why, through writing, a better development of students' communication skills is intended and also as the best strategy that can be adopted in the midst of the health emergency due to the few spaces for oral communication. And one of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them the feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skills (Janikova,2005 & Zajicova, 2011)

Objectives

General objective:

- To identify the role of comic strips and short stories when writing in English.

Specific objectives

- To contribute to the pedagogical improvement of the teaching of English in a public primary school.
- To take part of the academic spaces proposed by the institutional authorities.

Conclusion

This project aimed at giving the opportunity to immerse the pre-service teacher with real academic context in a primary and secondary school in order to obtain experience about the different situations that can arise within this environment. Through the implementation of the pedagogical and research component that involve the use of comic strips and short stories as a creative alternative to enhance communicative skills, specially written production in a Ninth grade English course, whose result showed mainly that these materials accomplish several roles when they are used in writing by enhancing the way the student express and structure their ideas, in order that they can communicate. Successively, by means of the outreach component the pre-

service teacher shared all their knowledge with an elementary school: Escuela Gonzalo Jimenez de Quezada. Basically, her role was to offer support to Fifth-grade teachers by implementing videos, illustrative guides that aim to teach elementary vocabulary which accomplished with fulfillment of the objectives conceived in this proposal. However, unfortunately, the administrative component was not satisfactorily accomplished due to the initiative of the institution and supervisor that the pre-service teacher took part in for reasons beyond her control.

Chapter 2

Diagnostic and observational stage

Exploration of the context and the situation

In order to be able to conceive this project, it was imperative, as a first step, to deploy and implement a series of guidelines that would allow us to get closer to the context and the institution in question in order to discern each of the situations that are gestated there. This step was key and essential to know the characteristics, the existing conditions, the challenges, the vision and part of its operation that was possible by the endorsement and accompaniment of the main authorities of the institution.

Knowledge of the context

In honor of the commemoration of July 20, a day that would mark the beginning of struggles to achieve independence in Colombia, la escuela industrial 20 de Julio is one of the main and important schools in the municipality of Puerto Wilches Santander located in the urban area. With more than 50 years of existence, this institution has been training suitable and capable individuals to carry out productive and industrial activities that mainly characterize the municipality. This is the institution selected to carry out this project.

Characterization of the context

The educational institution industrial 20 de Julio counts on six headquarters. Only secondary school is offered at the main campus. In the other centers, basic primary and preschool are offered. The composition and fundamental essence of the institution's study plan resides in the technical emphasis provided by the institution, among these techniques we find: electricity, mechanics and agriculture. Currently the institution has 2,365 students.

Design of the community immersion strategies

The first step to get involved in the target institution was necessary to have an approach with the members that compose it. To carry it out, I got involved in institutional personal meetings with the authorities of the school, these are: rector and coordinators of the school. I was allowed to learn more about the situation of the institution. From the same, I carried out meetings and interviews with the supervisor who subsequently introduced me to the assigned groups in a virtual way and I was allowed to observe some of his classes. The same methodology was carried out with the primary school teachers.

Types of activities developed in the target community

Throughout the school year, the educational institution, on the one hand, develops academic activities but on the other, different and varied cultural and sports activities are carried out in the institution that seek to highlight the cultural identity and promote the development and growth of the person in all his facets the life of the students. Among them we find: the day of science, the day of the family, the day of the language, the secretary, the woman among others.

With regard to the activities carried out in the English area, activities such as the song festival are carried out, they participate in the science day, dramas, and plays. 10th and 11th grade students participate in projects such as: bilingualism, which aim to carry out activities that motivate students to learn English in a creative way and teach English to children in schools where they do not have English teachers. According to those in charge of carrying out this project, the students have changed their perspective regarding English that motivates them.

Perceptions of the community in terms of the health emergency and its impact in the educative process

According to the statements with the principal managers and teachers of the institution, the great challenge of facing the current pandemic could be evidenced since the educational level of the students has been seriously affected due to the lack of resources and tools to make education more accessible the education of the children and youth However, in order to meet this challenge, for community members, the most important thing is to motivate students in the midst of this difficult situation to prevent students from being demotivated.

Use and distribution of the educational work.

The health emergency has brought with its modifications in the methodology of educational work. Due to the lack of technological tools that allow the connectivity of the classes, the institution has implemented the work through guides, allowing flexibility in time and academic load for students as follows: Each unit is worked on in periods of 15 days. In the first week, the teacher explains the topic of the unit through a virtual meeting of 1 hour maximum. In the following two weeks the boys develop different activities according to the topic of the unit asynchronously but are always accompanied by the teachers via Whatsapp or phone calls to answer the students' doubts. And it is through the realization of these workshops that the students are evaluated.

Development of the interview to the teacher and students

Informal conversation interviews were conducted with the supervisor where the methodology, challenges, perceptions, and their students were explored. Most of the questions I asked were related to the teaching tools that the teacher used in the classroom, their schedules, the characteristics of the students, their weaknesses in terms of the English subject and what aspects could be addressed taking into account the health emergency.

Meetings with students and teachers

As far as the meetings are concerned, I got involved in meetings; with English teachers and some institutional authorities. In this meeting, I was introduced to the English teacher and the principal.

On the other hand, I organized meetings with some elementary school teachers. In this meeting, first of all, I was informed about their work methodology and about the outlook for English teaching in general.

Documental Analysis

Institutional Educative Project (PEI)

Philosophy of the institution.

The 20 de Julio Industrial School ensures the quality of a relevant education to form upright citizens with an entrepreneurial spirit and social responsibility, works on principles and values in a democratic and participatory culture, which promotes the identification, acceptance

and recognition of the other, awakening the continuous desire to be, to know and to know how to do.

Mission

The Educational Institution Escuela Industrial 20 de Julio is a public institution, committed to the comprehensive training of young and adult children in the region, based on traditional-constructivist pedagogies developing pedagogical, sports, cultural and ethical processes deepening in healthy coexistence.

Vision

To be a leader in academic, technical, socio-political, cultural and scientific processes at the local, regional and national levels, through high-level pedagogical processes, educators of upright citizens, committed to their reality.

General objective

- To contribute to the construction of a society that enables the exercise of democracy and the enjoyment of peace and freedom through the Institutional Educational Project, in accordance with the principles and purposes of Colombian Education and the other parameters contemplated in the General Law of Education and particularly oriented to Diversified Education.

Specific objectives

- To orient educational strategies towards the integral formation of the industrialist student, providing them with the tools that allow them to assume the responsibilities, challenges and competences of their daily life.
- To promote academic quality through pedagogical, technological and scientific processes, using appropriate methods and technologies.
- To integrate and guide educational projects that strengthen the socio-cultural reality of our region, with a sense of belonging, responsibility and ethics.
- To promote the opening of specialties in secondary education diversified, that respond to the demands of the environment through training that promotes the development of scientific processes and competencies, technological and humanistic.

The coexistence manual

In general, the school coexistence manual contains the pertinent agreements to facilitate and guarantee harmony in the educational community. Prioritizing the integral development of

the students and the educational quality in the academic, convivial, formative, organizational and social aspects.

These principles are periodically reviewed according to the established annual schedule, in order to make adjustments according to the new norms (sentences, laws, decrees), which are incorporated in the coexistence manual.

These processes are regulated through dialogical, peaceful processes oriented to the common good, that is to say: to the realization of the educational mission of the institution, it is the collective agreement as commitment and co-responsibility assumed in a free and autonomous way, by those who make up the community. For this reason, it involves all members of the community that are valid, legal and with a valid link. Furthermore, it seeks to create the necessary conditions for the full development of the personality and coexistence of each of the members.

Besides, in the coexistence manual you can find the organization and function of the school's school agencies.

In addition, the students have a guide to create the different organisms that encourage the participation of students in the academic field. How these are evaluated and the criteria to be met to be promoted.

The curricular guidelines (MEN) and the normativity in the health emergency

In order to guarantee the right to education in the midst of the current emergency, through the Ministry of Education and with the collective work with the Secretariats of Education, the

educational directors and teachers of educational institutions, have generated strategies that allow guaranteeing the continuity of educational processes.

In the educational institution 20 de Julio created flexible means and spaces that allow students to learn from home with the accompaniment of their teachers and parents. In the first instance, the academic load of students was limited to avoid stress injuries and in Second, the teachers adapted all the content to virtual classes and through guides with the necessary information for those students who did not have any connection at home. On the other hand, to keep track, not only to monitor the academic performance of the students. They implemented communication channels such as WhatsApp to assess the doubts of the students, their achievements and productions. This proposal, in turn, promotes the autonomous work of the student through guides designed by the teacher, as mentioned above.

Pedagogical level

English pedagogical program

ÁREA: HUMANIDADES		ASIGNATURA: INGLÉS			GRADO: 9º		IHS: 2 HORA		PERIODO: 1	
ESTANDAR: • Escribo mensajes en diferentes formatos sobre temas de mi interés.										
HABILIDADES DE COMPRENSIÓN		HABILIDADES DE PRODUCCIÓN				REFERENCIAS	DBA (Evidencias)	DESEMPEÑOS PRIMER PERIODO	EVALUACIÓN	Conceptos- Temáticas
ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION	COMPETENCIA COMUNICATIVA					
Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.	Reconozco el propósito de una descripción en textos narrativos de mediana extensión.	• Escribo mensajes en diferentes formatos sobre temas de mi interés.	Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros.	• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.	Comunicativa Lingüística Pragmática Sociolingüística.	Explica el por qué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Estructura sus explicaciones de manera apropiada y tiene en cuenta la ortografía, la pronunciación y conectores para comunicar sus ideas. In order to prevent Chikungunya, I will follow these recommendations: First, I will empty or cover containers such as buckets, dustbins and flower pots in my yard. By doing so, I can assure that mosquitoes don't breed in my house. Second, I will apply mosquito repellent on my arms	Expresa con facilidad sus planes a corta y largo plazo en inglés.... Hace uso de algunos conectores para estructuras sus escritos en inglés.	Escrito-oral Trabajo individual grupal. Trabajo colaborativo e interactivo. □□ Orales (dramatizaciones y diálogos)	*Present simple review Places at school School subjects Ordinal numbers Affir. Neg. inte. *Future tense Will vs going to – plans and intentions *First conditional review.	

Table 1: sample ninth grade area plan

ÁREA:HUMANIDADES		ASIGNATURA: INGLÉS			GRADO: 10º		IHS: 2 HORA		PERIODO: 1	
ESTANDAR: Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión.										
HABILIDADES DE COMPRENSIÓN		HABILIDADES DE PRODUCCIÓN				REFERENCIAS	DBA (Evidencias)	DESEMPEÑOS PRIMER PERIODO	EVALUACIÓN	Conceptos- Temáticas
ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION	COMPETENCIA COMUNICATIVA					
• Entiendo instrucciones para ejecutar acciones cotidianas. • Identifico la idea principal de un texto oral	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Identifico el punto de	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la	• Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. • Hago presentaciones	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo	Comunicativa Lingüística Pragmática Sociolingüística	Distingue información general y especifica en textos de opinión y discusiones orales y escritos sobre temas conocidos. Para esto, responde a las preguntas ¿de qué trata el texto? y ¿cuál es el enunciado más importante que el autor hace acerca del tema. Explica las ideas de un texto	Construye perfectamente textos en tiempos futuros en inglés. Realiza correctamente diálogos cortos con sus compañeros y profesor en inglés.	Escrito-oral Trabajo individual grupal. Trabajo colaborativo e interactivo. Orales (dramatizaciones y diálogos)	*Simple present: school places. *Past simple : vacations and trips Project: short video about what they do in their free time	

Table 2: sample of tenth grade

Work methodology of the English teacher

In the educational institution, the English teachers meet each period to work on the units, content and guides following the guidelines of the emerging plan of the departmental secretary. These guidelines are based mainly on prioritizing the content that is more important than what the student must achieve. Subsequently, each guide is planned according to the topic and is sent

to coordination for its due approval. Then it is delivered to the students via WhatsApp or in the library. The units are developed as follows:

- First week: socialization of the topic.
- Second week: work on the guides on the main topic, which consist of workshops on grammar and comprehension of readings and written production basically.
- Third week: delivery and review of workshops and assignments.

Knowledge of the available didactic resources

In terms of the didactic resources, as mentioned above, due to the difficult access that students have in connectivity, students are only provided with physical material that helps to reinforce their knowledge through recreational games such as puzzles, word searches, etc. The teacher plans his classes using material from web pages. Since this allows him to plan his classes according to the needs and abilities of the students.

Accompaniment methodologies

To accompany the learning process of students in the midst of the health emergency, it is characterized by being flexible. The teacher, through communication channels such as WhatsApp and meet, periodically holds meetings to clarify doubts, to guide and advise the students.

Design of worksheets and material

This pedagogical tool, which is the primary basis for developing the topics, contains the objectives of the class, motivational phrases, very detailed instructions, grammar rules and comprehension and written production exercises. And at the end a self-evaluation of the workshop.

For the development of these guides, in the first place the teacher explains the central theme and secondly, the teacher explains in the synchronous meeting each of the instructions of the guides.

Pre-service teacher's schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	10°19 : 00-9 : 59AM	9°27 : 00-7 : 59 AM	9°39 : 00-9 :59AM	

		10°2 9 :00-9 :		
		59 AM		
		10°6 2 : 00-2 :		
		59PM		

Table 3: Pre-service teacher schedule

Technological level

Connectivity

Unfortunately, due to the socio-economic level of the educational community, the institution does not have the necessary resources to provide students with plans or strategies that allow them to be connected; however, the institution does have a connection plan that allows you to carry out administrative processes and be in contact with the institution's teachers by using different platforms. On the other hand, to serve parents, communication channels have been created through WhatsApp.

Access and types of platforms

However, the main headquarters has connectivity and makes use of different communication channels through an official platform called "integra" that are used for teachers

to carry out their classes. However, this platform is very little used by students and teachers have been forced to use more informal means such as WhatsApp for better access.

In the same way, this platform is designed to carry out the administrative activities of the institution and for parents.

Types of virtual encounters and duration

Although connectivity has represented a great difficulty, the members of the community are attended in person for the management of administrative activities or when a parent requires it. In the same way, the community of parents and students is served through digital platforms such as WhatsApp, zoom or meet, where doubts are resolved and students send their different activities.

Digital resources

As part of the strategies proposed, the authorities have undertaken, within their proposals, to use digital tools that are available to students, other venues and the community in general to establish means that allow interactivity. Among the most used are:

- Integra
- WhatsApp
- Microsoft teams
- Zoom

Population

Number of students:

Currently, the educational institution has approximately 2,365 students with all their headquarters. However, regarding the target population (ninth and tenth grade) it encompasses 160 students.

Gender

They are heterogeneous groups.

Age

The average age of ninth and tenth grade students is between 14 and 16 years old.

The level of students' language

The level of students in ninth and tenth grade is between an A1

Chapter 3

Pedagogical component

The role of creative activities such as comic strips and short stories to enhance writing production in Ninth grade students: an action research.

Introduction

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is because writing skill has

significant in improving a communicative competence of learning the language that allows students to express themselves openly, creatively and safely. Zamel (1983) views it as a process through which writers and students can explore their thoughts, ideas and knowledge with an objective of constructing meaning in the form of a graphological reflection.

However, creativity has been neglected by imposing regimented and standardized writing tasks avoiding students truly developing their own perspective and voice. For this reason, it is paramount to engage students in creative writing that stimulate and push their imagination and “thinking outside the box” that encourage students to become involved on quite a different level

and change English learners' perception of learning. Using creativity increases self-confidence and self-esteem which creative writing tends to develop among learners. Learners also tend to discover things for themselves about the language and about themselves too, thus promoting personal as well as linguistic growth. Inevitably, these gains are reflected in a corresponding growth in positive motivation (Maley,2009)

Using short stories offers real, creative and rich material that is suitable to enhance students' writing skill since it is amusing and motivational in nature attracting the students' attention. In this regard Lazar (1993), stated that short stories encourage students to express their opinions and feelings and make language learning fun by bringing a bit of excitement to a classroom which can work as a change of routine.

As well as, using comic strips, students will be more interested and motivated, facilitating their learning process since it is a means for teaching and writing storytelling and imaginary situations based on pictures become an appealing and interesting way to engage them in writing opportunities. Based on Morrison, Bryan, and Chilcoat (1996) assumptions, through comic strips students investigate the use of dialogue, resume and dramatic vocabulary, and nonverbal communications.

Being aware of the difficulties that ninth and tenth grade students have to communicate and express ideas, this project aims to promote the written production by implementing creative tasks based on short stories through workshops and comic strips.

Statement of the problem

During the weeks of observation, the pre-service teacher noticed that given the circumstances of the health emergency, ninth and tenth grade students have very few opportunities to express short ideas and ultimately to communicate. In addition, this is due to the fact that most of the workshops and proposed tasks are concentrated on the teaching of grammar rules, leaving aside the communicative development of the student, whose final objective is to favor the participation of the student, providing opportunities to use the knowledge that it possesses or of the surrounding reality.

Thus, it is required to implement strategies that allow students to have more opportunities to communicate and provide them with other options to see learning English from a creative and fun perspective beyond a tedious process.

Justification

Taking into account the health calamity, as teachers it is imperative to find strategies that allow limiting the negative impact on learning the target language, whatever the situation, so that our students do not lose motivation to continue learning.

That is why through the implementation of this strategy, students will not only have the opportunity to continue improving and practicing their communicative competence in writing in English but they will also be provided with another way of learning English through creation, where they will use their imagination to write and draw.

Likewise, this strategy aims to motivate educators to continue rethinking and looking for strategies that allow not only the academic development of students but also promote meaningful tools that allow the emotional expression of students, closely linked in the learning process.

Objectives

General objectives

- To identify the role of comic strips and short stories when writing in English.

Specific objectives

- To show students another means to learn English.
- To guide students to use writing as a means of expressing their ideas while
- enhancing their writing skill.
- To provide creative strategies and activities.
- To create short-stories and comic strips.

Questions:

Main question:

Main question:

- What is the role of creative activities such as comic strips and short stories when writing in English?

Sub-questions:

- How does the use of comic strips motivate students to write in English?

- How does the implementation of short stories encourage students to communicate and express their ideas?

Theoretical framework

Creative writing

First of all, creative writing is a divergent, borderless process that allows the writer to take time to reflect and use infinite amounts of imagery and imagination when writing about a topic. However, creative writing is not only a good exercise in acquiring vocabulary, it also makes it possible to gain a better understanding of the mechanics of reading and writing. Moreover, the students can get a chance to experiment with new words and unfamiliar turns-of-phrase since the students can take time to find the word that conveys their thought with the greatest clarity, precision and style.

Besides, teaching creative writing – that is, encouraging students to write by drawing upon their imagination and other creative processes – may support writing development in all its components (Barbot, Tan, Randi, Donato & Grigorenko, 2012).

On the other hand, Creative writing gives students the opportunity to choose their own writing subjects and methods. The importance of creative writing is undeniable to improve cognitive and communicative skills (Tompkins,1982; cited in Essex, 1996).

Short stories

Short stories help students to be more creative, they raise cultural awareness, they reduce students' anxiety and help them feel more relaxed, they manage universal language and they involve fiction. In fact, these ideas guide teachers' work with meaningful activities that contribute greatly to students' learning (Pourkalhor,2013)

In addition, short stories are interesting to use as material for personal enjoyment and also help students achieve better mastery in the development of language skills. Hence, teachers can implement activities that involve student motivations as a way to improve their language acquisition. When students are immersed in a story, language is seen as a natural process through which they can identify the functions of words in the sentences.

Comic strips

The comic strips are cataloged as one of the most interesting and motivating teaching media when teaching and learning a language since it tells stories about smoke, mystery, suspense and adventure engaging students with their learning process. Additionally, comic strips are often considered an interesting and motivating medium providing the structure and stimulus to which students respond. Since stories are universal, students from different cultures can understand their structure and identify themselves with the characters. This helps them to acquire vocabulary, grammatical and communicative competence and provides them with special

cultural knowledge as well (Drolet, 2010). In this sense, the comic strip is a fun medium for students and for developing their imaginations, increasing vocabulary and it is an efficient manner to use grammar and structures in context.

Communicative-writing component

This component places special emphasis on helping students to use the language of learning in a wide variety of contexts and gives importance to learning the functions of the language. Its main objective is to help students create meaningful sentences rather than to help them build correct grammatical structures. Offering students opportunities to think about the learning process and not only about language, giving special importance to students' personal experiences as elements that contribute to classroom learning (Nunan, 1991). Moreover, according to Brown (2000) communicative goals are best achieved by giving attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to the students' eventual need to apply classroom learning to unrehearsed contexts in the real world. In this regard, creative writing is an efficient means to develop communicative skill through personal experience, imagination and creativity which can help students at various levels of language learning such as grammar, vocabulary, phonetics, and speech. It promotes the "language game", that is, it motivates students to play with language in their own creative style. Through the language game, students can forget risks and simply explore, experiment and manipulate language. Experimenting with texts of various types and the creative style used in it, they come closer to the imaginative skills and can also intuitively learn how to adopt it in your use of language (A, Maley. T, Kiss, 2018)

Literature review

Using short stories as an opportunity to teach language skills

Short stories are a multi-tool that allows teachers to teach and develop the four skills of students. According to Murdoch (2002) indicates that “short stories can, if properly selected and exploited, provide quality text content which will greatly improve the language level of the students. Following this argument, short stories could be very beneficial reinforcement materials when used in learning activities such as discussion, writing and acting out dialogues.

On the other hand, as creative writing, short stories can be a great tool to develop creative thinking, giving the student the versatility to create ideas to turn them into dialogues and texts, preventing blocking episodes. Literary texts are not written for the specific purpose of teaching. Instead, they deal with "things that mattered to the author when he wrote them” (Maley, 1989,)

Besides, short stories can be a powerful and motivating source to write on as both a model and a topic. The short story as a model occurs when students' writing becomes very similar to the original work or clearly mimics its content or style. However, when the student writing exhibits original thinking such as interpretation or analysis, or when

emerges from, or is creatively stimulated by, reading, literature serves as the subject in question (Oster, 1989)

Using comic strips as a meaningful tool to learn a language.

According to Derrick (2008), teachers can use comic strips to promote the language skills of their students. They can also be used as a basis for different activities to motivate students and encourage communicative activities such as discussions and writing.

In the same way, Azman, Zaibon and Shiratuddin (2015) affirm that comics are an opportunity to use visual techniques, which teachers can use to promote effective learning.

Furthermore, comics are valuable resources because they help students to generate ideas and retrieve words for language production (Megawati & Anugerahwati, 2012).

Finally, a pilot study conducted in Greece by Vassilikopoulou, Retalis, Nezi and Boloudakis (2011) used digital educational comics in language teaching in secondary school. The study concludes that most of them preferred to have their courses taught with the help of comics. Furthermore, it was also proven that comics can be used in language teaching because they are widely accepted by students. To acquire language skills and to use your imagination.

Creative writing as a tool to enhance writing production.

As an example of a successful use of creative writing in education and the development of students' skills. The First Story project (2008) carried out in the UK, strives to support and

inspire creativity giving to students the opportunity to truly express themselves by developing their imagination and creativity being able to express emotions, explore ideas and formulate persuasive arguments. This project carried out in several schools in the UK has improved the writing of his students.

In the same way, Maley (2009) carried out the implementation of a survey to justify the use and inclusion of creative writing in the language teaching practices. This survey was aimed at school teachers. The results show that areas such as: development of a second language personality, playfulness, grammar, vocabulary, phonology, and discourse are positively affected by using creative writing in teaching English.

Pedagogical Methodology

The project will be carried out in the industrial school July 20 aimed at a group of ninth grade students as follows:

Short story workshops

Taking into account the versatility that stories offer to teach language skills, this project allows not only to develop students 'written production but also seeks to improve students' communicative skills. The pre-service teacher will implement and apply two workshops based on different themes. Moreover, taking into consideration the modality of the project, the pre-

service teacher will provide the student with guidelines (on punctuation, vocabulary, expressions and connectors) in order to improve the quality of students' writing and will focus on correcting them and providing feedback.

The methodology for the development of the workshops has been conceived and designed as follow:

1- Students choose and imagine a particular situation that allows them to create the aftermath of the same event.

2-Brainstorming all the ideas that they think will happen from a fact.

3-They Choose and discard the ideas that give them more coherence.

4-The rewrite and modify, review punctuation marks.

5-Check spelling and grammar using a dictionary.

6-They can show it to a colleague to check spelling.

Comic strips

As a complement and alternative to improve written production, students will create their own stories but through comic strips, taking into account the aspects the following steps:

Step 1: Students will write their ideas for a comic. Bearing in mind that a comic strip is not different from writing a story with a beginning, a middle and an end. For each stage the students make a frame.

Step 2: Choice of characters, settings, expressions and speeches.

Step 3: Drawing pictures according to the scenes or stages of the story. These should be large and the same size.

Step 4: Drawing the characters and settings.

Step 5: Now the students will add the dialogues or speeches, checking their spelling and structures.

Step 6: Add details to the cartoon

such as facial expression, lines of movement, shadows on the floor. And also draw the background of each frame.

On the other hand, in order to evaluate the quality of the students' writing, the teacher will take into account the following aspects:

Parameters to analyze the documents	Yes	No
Can follow the instructions Can match the production to the proposed situation		
Ability to creatively describe Can creatively describe a sequence of events		
Ability to give opinion Can communicate situations based on their experience		
Lexical spelling Can use basic structures and expressions		
Spelling grammar Can use grammar correctly		
Coherence and cohesion Can join ideas with the most common structures and produce simple coherent sentence		

Table 4,parameters to analyze documents

Description of the developed activities.

The teaching and learning objectives become a very important role. Their determination allow us to settle the degree of progress of the student and at the same time they become a reflective point for the teacher's teaching practice. However, the development and progress of these objectives may be hampered in their achievement. In this sense, with regard to this research project, the fulfillment of the proposed objectives had a very slow development because, within the academic processes carried out by the institution, two weeks (weeks four and five) of leveling have been implemented for the students. On the other hand, due to the difficult social situation that our country is going through, where several strikes took place, which led many schools to cease their activities, which has delayed the dates for the implementation of what should have been implemented in the project within the schedule of this project (the second and third activity). That is why as a pre-service teacher, I only had the opportunity to implement two

activities with the target population: 9th grade students. These activities have included the elaboration of a chain story using the first conditional and a comic strip using the past simple.

Activities

	1	2	3	4	5	6	7	8	9	10	11
First creative writing « story chain » « first conditional »	Yellow	Light Blue									
First comic strip « past simple »	Light Blue	Yellow	Light Blue								

Table 5, chronogram pedagogical component

The first activity was used for students to practice grammar structures and vocabulary in a fun way, helping students to link sentences in one paragraph using their imagination (see **annex A**). The result is a funny story which puts them in a good mood for the rest of the lesson. In the same way, to elaborate this activity, students followed the stages that comprise the writing process (pre-while and post writing) and which are the basic parameters that must be followed to improve this competence in students and ensure that they can express themselves in a creative way by using their imagination.

For the second activity, the students portrayed, based on their personal experience and their daily life, a comic strip using the past simple (see **annex B**). Prompting the imagination, visual, communicative expression of the students by providing the opportunity to create new experiences and stories following the instruction to develop a comic strip described in this proposal.

This process was carried out under the guidance of the pre-service teacher, supported by technological tools such as google meet where the main topic and the step by step for the

creation of the creative story and the comic strip were explained, in real time, through illustrations, examples and images through power-point slides (**see annex C**). Besides, for those students without connectivity they were guided through WhatsApp and through calls to guide them through this process. However, there was constant contact between the delivery of activities by the pre-service teacher until the students delivered the activity to resolve doubts and concerns regarding its development.

Lesson plan design

A lesson plan is a useful tool to help and guide teachers in order to optimize time and to be more effective in classroom which is very important in this pandemic situation since, the teacher has had to prioritize the most important moments of the class due to the reduced time to teach each one of the topics and contents conceived.

This is why under the advice and guidance of the supervisor teacher; the classes gave more importance only for the teaching of the subjects (**see annex D**). This class is divided into three main opening moments, where warm play activities were carried out; explanation of the topic, where most of it is done in the mother tongue and is illustrated with examples and images so that the students obtain a better understanding and where it has been tried to do small speaking activities with the students related to the central topic, however the participation of the students is very little due to the low level of language of the students. Finally, the classes culminate with the explanation of the guides of the workshops that the students must carry out with detailed explanations, especially, with special emphasis on the explanation of each of the written productions that students must carry out at home. In this regard, the teacher explains steps or tips that concern each of the writing stages (pre-while-post writing) that correspond,

specially, to short stories. Besides, concerning comic strips, the teacher explains creative steps. Each of these activities is carried out according to the language level of the students and where the most important It is the selection of situations or themes left to the choice and interest of the students. This aspect is the most important for the preservice teacher since it is the central axis of this project and it is carried out in order for the students to develop each of the activities in a successful way and of course to improve their written expression.

On the other hand, it is important to note that for the preparation of the topics, the pre-service teacher selects the content of web pages where details such as grammar rules or exceptions are carefully selected.

And finally, this lesson plan is delivered to the supervisor in order to have their approval that in many cases, they had to be modified due to the complexity of the language level of the students.

Pedagogical worksheets designed.

Beyond being simple printed worksheets, worksheets are an important tool that, in combination with the knowledge provided by teachers, help considerably in the learning process of students. These worksheets are conceived with two fundamental purposes, the first so that students can have easy access to the contents and activities proposed, especially for those students who cannot connect (**see annex E**). And the second purpose, they have been designed because it is the only form to be able to execute the research project due to the difficult access to the platforms and the limited time that virtual meetings require to be able to execute the activities more effectively.

These worksheets contain the explanation of the main topics and each of the exercises, mainly grammar and the explanation and proposals of the activities that concern the project of the pedagogical component. It is important to note that following the parameters established by the institution, these activities cannot exceed both pages. This factor has limited to some extent, being able to illustrate in more detail the step by step to be able to create either a story or a comic strip, since it is important that these aspects are properly outlined so that students take into account the same steps and thus avoid misunderstandings or poor quality of activities.

Research methodology

This section mainly looks at the methodology, the approach, the design, the study context, the population, the instruments and the sample that we took into consideration in the deployment of this study.

Qualitative approach

To carry out this research, the qualitative approach is the most pertinent since this approach allows the researcher to be placed naturally, that is, with the context itself through observation. It consists of a set of interpretive and material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to oneself. At this level, qualitative research involves an interpretive and naturalistic approach to the world.

This means that qualitative researchers study things in their natural environment, trying to make sense of phenomena or interpret them in terms of the meanings that people bring to them.

(Denzin and Lincoln, 2005)

Action research design

Assuming that this project aims to propose an alternative that tries to improve the communicative level of students, providing a tool that allows them to express their ideas as a pre-service teacher, it is imperative to act to solve this problem.

Reason and Bradbury (2008) stated that an action research is a practice of living inquiry that aims, in a great variety of ways, to link practice and ideas in the service of human flourishing. It is not so much a methodology as an orientation to inquiry that seeks to create participative communities of inquiry in which qualities of engagement, curiosity and question posing are brought to bear on significant practical issues.

Population

The ninth grade of the industrial school July 20 is my target population that through the implementation of this proposal seeks to develop their written competence. Their average age is between 14 and 16 years old.

Sample

This research took three participants from the ninth grade Taking into account the writing students' productions, creativity and willingness.

Data collection methods

Essentially, data collection is the primary and most important step for any research. However, as regards the information collected in this project, it is very scarce, due to the modification of the dates provided in the schedule and because of the execution of some activities carried out by the institution that has seriously delayed its implementation. This added to the little motivation of the students to carry out the activities, where only seven students completed their activities, including the first activity that has been possible to implement the "story chain". In this sense, the instruments that have been implemented so far have only been applied to that first activity "the story chain" where only four students delivered this activity.

The two implemented instruments were: documents analysis and journals.

Document analysis: it is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Moreover, it refers to the various procedures involved in analyzing and interpreting data generated from the examination of documents and records relevant to a particular study. In this sense, taking into account the pedagogical proposal and the problems presented here. This methodology of documentary analysis is the most pertinent to give answers to the research

questions, taking into account the pertinent analysis to each of the students' written productions and activities.

Taking into account the objectives proposed in this research, the scope that this instrument allows to consider is of great importance since it was designed and implemented to give voice and meaning to each written production of the students in light of meticulous parameters to analyze them and that later they will set the tone to answer each of the questions.

This instrument mainly assesses the level of written production of the students based on their personal experience, creativity and grammatical level of the language.

In this way, after each written delivery the preservice teacher analyzed each activity taking into account the following guidelines:

Parameters to analyze the documents	Yes	No
Can follow the instructions Can match the production to the proposed situation		
Ability to creatively describe Can creatively describe a sequence of events		
Ability to give opinion Can communicate situations based on their experience		
Lexical spelling Can use basic structures and expressions		
Spelling grammar Can use grammar correctly		
Coherence and cohesion Can join ideas with the most common structures and produce simple coherent sentence		

Journals

It is a systematic tool that allows the researcher to observe and reflect on relevant phenomena for a particular research study. This method is used primarily to document events that occur spontaneously or those related to the investigator's daily experience.

Newbury (2001) argues that the research journal can be seen as "a melting pot of all the different ingredients of a research project - previous experience, observations, readings, ideas - and a means of capturing the resulting interaction of elements."

The implementation of this instrument allowed to expand the perception of the pre-service teacher regarding the pedagogical practice and its procedure in the investigative component, allowing reflection on the nature of the different situations and problems that have arisen throughout the course. In the same way, this tool allows us to observe, question, synthesize and fix new changes in the research that have been obtained before, during or after the virtual meetings, through the same doubts and inconveniences of the students. or at the time of delivery of their work. Each of these situations has aroused in the pre-service teacher emotions, thoughts and the emergence of the first hypotheses that later on they will be crucial to determine the conclusions of this project. These impressions were written either in a notebook or in Microsoft word document (**see annex F**).

Table 6. Chronogram research component

Weeks - Instruments	1	2	3	4	5	6	7	8	9	10	11	14
Document analysis												
Journal												

Procedure to analyze data: a typological analysis

This type of analysis allowed us to make and propose previous categories based on the general and specific objectives and research questions. In addition, this type of analysis allows organizing and categorizing all the information collected based on the research questions by means of typologies or codes making it easy to identify possible patterns, themes, relationships, causes or effects (Hatch, 2002)

To be able to answer each of the questions in the first place, each of the analyzed writings was given a voice and the impressions in the journal annotations were extracted. Next, typologies were established for each question on which the relevant codes were selected and grouped for each sub-question.

In order to organize each of these elements by typologies and codes, it was necessary to achieve semantic relationships that would make it possible to give meaning to each of the

elements, from the most general to the most specific terms, in a visually clear way. with subsequent interpretation and explanation of the emerging results (**see annex G**).

Findings

This section is intended for the results, the pre-service teacher's objective is to identify and describe the elements that were found throughout the analysis of the results to finally be able to answer the main question and the sub-questions of this project.

The role of creativity when writing in English.

Comic strips and short stories: two meaningful tools with multiple roles.

Based on the information provided by students at Ninth grade, it was found that the use and implementations of comic strips and short stories as creative activities accomplish a wide range of uses and functions that can master competences such as writing in a more entertaining, easy and simple way. Mainly because it was remarkable that these activities foster the interest of students to express themselves through writing.

Likewise, the pre-service teacher had proven that the student makes use of their own experience, personality and values. In this sense, it has been possible to demonstrate that using the students' experience can become the main source of motivation to express their own ideas

and thus discover the functionality of words and structures to put them into practice through a story or comic strip and thus improve production and expression. Especially within students with many difficulties to express themselves and with a low level of English this is because these kinds of activities immerse students in a natural language process and provide stimulus and motivation to which students respond.

This supports the point made by Miley (2009) who states that through creativity, learners discover things for themselves about the language and about themselves too, thus promoting personal as well as linguistic growth.

The following table shows the roles of comic strip and short stories identified by the pre-service teacher:

Table 7. The role of comic strips and short stories.

<i>The role of comic strips and short stories</i>	<i>Description</i>
They have a practical function to learn:	These activities allow to practice many times as possible. Learning a lot of vocabulary and also knowing how to organize sentences.
They are learning facilitators:	By doing these exercises the student identifies the types of conversations, the natural function of the language, facilitating learning.
They fulfill an unconventional function:	These are two very entertaining ways to learn English because they are not based so much on tedious exercises. They have a lot of fun creating this type of content.
They are striking, enabling learning:	The function of comic strips is to provide, through graphic illustrations, examples of which students can relate to texts and improve understanding and communication in a more attractive way.

In consequence, comic strips and short stories have multi-task functions that are paramount to engage students with their written process. Since it helps students to develop their own perspective and voice changing learners' perception. This is because the students can

recognize that the process of learning English, is more an intrinsic and personal experience in which they can use their own imagination, experience and interest, increasing self-confidence when they need to communicate.

The comic strips as a striking way to engage students in written production.

Within Ninth level students, motivation is a significant element at the moment of learning since this is closely linked to the disposition and interest of the student and will. In this way, it was discovered that comic strips can play an important role to encourage students to be more engaged with their written process and production.

Since, they are activities “outside the box” that break with the traditional schemes to learn English. This is because comic stories, for their pictorial characteristics and for the opportunity offered by students as a means to narrate imaginary situations based on images, become an attractive and interesting way of involving them in writing opportunities. In this way, students are more interested and motivated. Improving their long-term writing performance.

As the pre-service teacher reported in her journal (27th April): ... Today, after its delivery of the comic strip a student told me: *“I feel more motivation to express my ideas, since it is a very striking and colorful tool. While I express my ideas, I can at the same time practice at once orthography or grammar.* -Student “S”

In general, the comic strips reveal a very important didactic feature due to the visual impact that it generates when combining images with words, making the retention and assimilation of vocabulary or grammatical structures in an easier way and whose characteristics are more striking for the students.

Short stories for the qualification of communication and writing skills

The pre-service teacher in noted that in this academic environment that in order for the student to communicate effectively, it is necessary to propose writing practice exercises where the central axis is the student's own personal experience as a frame of reference so that communication situations can arise, in this case, through short stories based on a grammar topic. Where students were able to put into practice not only their grammar skills but also their skills to narrate and describe in a creative way their own ideas with sense and coherence.

In this sense, the more students are exposed and immersed themselves to this type of intellectual and creative exercise, the more precisely the student will be able, when communicating, which register of the language to use, reorganize its structure and decide what is most important at the time of writing and communicate with others.

As the participant M said: *“narrar historias sé mejora mi producción escrita, ya que entre más práctico mediante estos ejercicios, más habilidad tendré para escribir de manera coherente y estructurado y así podré ampliar mis conocimientos y encontrar los términos más adecuados y expresarme con claridad”*

In short, this case illustrated that using short stories offers real, creative and rich material is suitable to enhance students' writing skill and their capabilities to communicate since short stories are amusing and motivational in nature attracting the students' attention and generate opportunities to put into practice their language knowledge, enhancing then, their communication skills (Lazar,1993).

Conclusion.

The present study showed that the use of comic strips and short stories can become great allies for the English trainer. Mainly, when the main objective is to find other possibilities that are framed in the improvement of the students 'abilities, when the students' language level is very low. Thanks to the comic strips and short stories the students engaged in dynamic and interesting activities through which they were able to create their own settings, characters, and stories. Therefore, a notable motivation was evidenced in the actors of the teaching-learning process during the writing activities.

In consequence, this research has didactic implications for both students and teachers of English as a foreign language since useful knowledge is generated to contribute to the improvement of the teaching of writing skills through the use of activities focused on the interests of the students.

Recommendations

The results obtained in this research reveal the meaningful impact that comic strips and short stories represent for the development of students' communicative skills. However, taking into account the current pandemic situation, as a pre-service teacher I recommend to take into consideration the following statements:

- To carry out a more in-depth study on the long-term impacts that these activities have on students' language skills. Through the implementation of more activities and instruments to be able to comprehensively evaluate the product of these activities and collect more information about it.
- In the same way, it is imperative that the researcher employ more sophisticated instruments to be able to comprehensively evaluate the product of these activities to collect more information about it.

Ethical considerations

This study was carried out according to the following criteria:

The activities of the participants were chosen at random. The teacher will report the useful information in the journals with pseudonyms, as well as during the preparation of the results of this study. In addition, the information provided will be duly treated under the criteria of confidentiality.

In the same way, having the authorization of the teacher to submit under a meticulous analysis the taking of a certain consented number of written activities to carry out this project

was a key pillar. In short, an authorization protocol was taken into account informally with the supervisor to collect the required information.

Chapter 4.

Outreach component

“Awareness raising project to English language in primary schools in Puerto Wilches Santander, Colombia”

Introduction

Committed to providing an equitable and inclusive education throughout the country, the Colombian government has been framed in the search to promote the learning of a foreign language with its bilingual Colombia policy whose objective is: "To have citizens who can communicate in English, with standards international events that take the country deeper into communicative and universal processes, in the global economy and in cultural openness".

Regarding the teaching of English in primary school, despite the parameters implemented by this policy, in many parts of Colombia this right is not covered by children for multiple social reasons, in most cases due to the absence of teachers in the school. English area or with teachers trained in this area.

In this sense, responding to the need of this demand is imperative for me to satisfy for the construction of a more inclusive and fairer Colombia through the formation of children with a

better respect and understanding of their own culture and foreign cultures so that they can enrich their own life and benefit from cultural diversity through the teaching of English.

Thus, the need to contribute to the educational and pedagogical proposal of the English area of the Gonzalo Jimenez de Quezada school located in Puerto Wilches.

Justification

The early approach with a different language and culture contributes very positively to the formation of the child's personality, learning and creativity. However, it is very easy to see that the children of the Puerto Wilches community have very little opportunity to have this type of approach due to the limited presence of personnel trained in the area of English. This is the base pillar that gives birth to this proposal that does not intend more than to contribute to the development of their own personality and cognitive processes through the teaching and learning of English.

General objectives

- To contribute to the pedagogical improvement of the teaching of English in a public school.

Specific objectives

- To engage children for knowledge and curiosity towards other cultures.

- To rely on visual tools to enrich the lexicon in English by using flashcard and images.
- To offer pedagogical support for teachers in the English area at the Gonzalo Jimenez de Quezada school.

Conclusions

Considering the socio-economic level of the Gonzalo Jimenez de Quezada school and the difficult access that fifth-grade children have to carry out synchronous encounters, the present proposal was implemented fundamentally through the elaboration of guides that contain the explanation of the central theme and the activities to be developed. In total, the pre-service teacher implemented two of these guides. The first corresponded to the nouns where, following the proposed objectives, a very illustrative video was made, using a flashcard to teach lexicon, the which was shared with the children via Whatsapp (**see annex H**) In order to also carry out the first activity that consisted of describing the children's favorite objects, making use of the nouns taught in the video, the pre-service teacher also made a pedagogical worksheet that contained vocabulary for adjectives and nouns for children who do not have Whatsapp. In the second activity, the personality adjectives were worked on. This time only the explanation of this topic was made through the guide. Taking into account this, it was explained in detail what these types of adjectives consisted of, vocabulary and grammatical form. Regarding the second implemented activity, basically consisted of relating images with the corresponding adjectives and making sentences (**see annex I**). However, when noting that most of the students did not have the way to view videos so this time it was not done. The pre-service teacher's role has been to modify the methodology of teaching English, based on the communicative approach of the students, where not only vocabulary is taught but also expressions are used in context that allowed them to

identify the functionality of the vocabulary. Supported, in the same way, by sticky cards with many images to grasp content and to encourage students to make associations which allow them to store the lexicon longer.

In short, through the implementation of the activities proposed and through the methodology that the pre-service teacher carried out, it is possible to show that their role contributed to the fulfillment of the objectives conceived in this proposal. What became a key aspect so that students can count on the possibility of enhancing their knowledge and acquiring vocabulary from a more visual and illustrative approach to students, instead of mechanical and highly theoretical exercises, compared to the methodology that the institution had been implementing. Taking into account this aspect, it was possible to measure the progress and the impact that each of the activities proposed in the institution had.

Table 8: Chronogram of activities Outreach component

Activities	1	2	3	4	5	6	7	8	9	10	11
First activity « teaching the most common nouns in English using This and These »											
Second activity « Learning to describe personality » « adjectives of personality »											

As mentioned above, two activities were implemented, on the other hand, regarding the implementation of subsequent activities, it was not possible to include them in the schedule since

the institution has not provided the pre-service teacher with the programmatic contents. In this sense, the pre-service teacher is only informed about the content to be taught one week before its implementation.

Chapter 5

Intra-Institutional Component Activities

Introduction

Intra-institutional activities are the fundamental axis of every institution to integrate the community beyond the academic aspects. These activities are also inherently comprised of the identity and spirit of an entire community that share the same culture where the institution is immersed. These contribute to the well-being and personal growth of the individual. As well as about the operational modes of the institution in order to articulate and execute the educational and training purposes of all institutions.

That is why every teacher is in his duty to become an active individual in the academic field through each of the activities proposed by the institution in order to contribute to the construction of a better society.

Justification

Taking into account the great importance and value that each of the intra-institutional activities represent due to their unifying character and the strengthening of inter-institutional relations in the educational community, it is necessary for pre-service teachers to approach this sphere in order to have an overview for all types of convergent relationships between individuals of the same community.

Objectives

General objective

- To take part of the academic and extra-academic spaces proposed by the institutional authorities.

Specific objectives

- To participate in academic planning sessions and meetings.
- To take part of the institution's cultural activities

Conclusion

Unfortunately, with regard to this component due to lack of initiative on the part of the institution and the supervisor to invite and report on each of the activities carried out in the

institution, the pre-service teacher has not had the opportunity to do part of the meetings that have taken place so far. In this sense, she has not made adequate progress in this component. However, through WhatsApp groups, the institution has sent teachers videos or posters about special dates. Here the role of the pre-service teacher is to disseminate this material with the students. In that sense, the dates that have been taken into account by the institution are:

Valentine's Day: this activity was aimed at making a card where students could express their expressions of affection and affection towards a special person. It is important to note that this activity was developed by areas. In the case of the English area, students had to express their feelings in English. The role assumed by the pre-service teacher was to guide the students in this activity (**see annex J**)

Earth Day: to commemorate this date, cards alluding to this event were sent to the students. Where the main objective was to create sensitivity regarding our relationship with nature to preserve and care for it (**see annex K**)

Language Day: also, videos and images were sent, which sought to retake the importance of the cultural and social riches of languages (**see annex L**)

On the other hand, students have also been oriented in the area of English, especially in primary school since in this population it is the children who have needed the most guidance to carry out their activities since most do not. They have connectivity and others live in rural areas near the municipality.

To sum up, taking into account the above, this component has not been very considerable for this practice due to the initiative of the institution and tutor to be able to take part in it, which

is very worrying because as a pre-service teacher I am part of a community that shares a cultural and social identity but that due to external reasons is excluded and not taken into account, therefore it is not considered as part of the educational community which prevents knowing how the activities that concern this component are organized and carried out.

Chapter 6

Reflective approach-narratives

The process that enables narratives has been shown to be a determining factor in decision-making in the internship process. Considering the above, reflections are essential, since it allows us to be self-critical of the work we are doing, to have a more clear perspective of how we are going to proceed in the face of any difficulty and without a doubt what are the most assertive decisions to continue the work. It is here, through reflection, not only will it set the guidelines to follow but will also allow us to improve the quality of the proposal. In addition, it helps to establish an action plan that allows me to continue in an organized way with the study, in addition, this thought process is the most reliable tool as a resource, when you need to "collide" with obstacles and change direction in order to find new alternatives, means, overcome them successfully and continue the search towards a good direction. In the same way, this allows the pre-service teacher to deepen their practice to allow them to see and rethink the situations from some others to provide relevant solutions. (see **annex M**)

Chapter 7

Pedagogical material

Table 9. Material for kids

Tipo de Material (fic ha, evaluación, repaso etc.)	Temas abordados	Breve descripción de lo que contiene el mismo	Objetivo que se desea cumplir con dicho material
Guías con actividades	Present simple vs Present continuos: https://drive.google.com/file/d/1aUBkn78w6oLivSA4-gmaoYbmtZa8IeQP/view?usp=sharing Wh-questions: https://drive.google.com/file/d/1HJcQ9o3T5aIooAo10ksEbSIj0pqORQ-2/view?usp=sharing and There was-There where. https://drive.google.com/file/d/1NUdXvFqPun0-44gjCqzmFXS_4HNIg5L9/view?usp=sharing	Las guías contienen explicación de gramática con diversos tipos de actividades de producción de texto, comprensión de escucha y de lectura. Con ejercicios de gramática.	Este material está diseñado para niños de primaria. El objetivo es dejar a disposición este material para profesores que no cuentan con formación en

			<p>inglés.El cual será muy útil y didáctico ,ya que por lo general, los profesores dejan de lado muchos aspectos que no permiten que los estudiantes desarrollen en otras competencias más allá de las de gramática.</p>
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Annex

Annex A. First creative activity "story chain"

Story chain

- Read the following chain story and try to create your own story using the first conditional. Write it in your notebook ☺

If Martha has to study a lot, she will not have time to meet a boy.
 If Martha does not meet a boy, she will not get married.
 If Martha does not get married, she will not get a divorce.
 If Martha does not get a divorce, she will save a lot of money.

Si Martha tiene que estudiar mucho, no tendrá tiempo de conocer a un chico.
 Si Martha no conoce a un chico, no se casará.
 Si Martha no se casa, no se divorciará.
 ¡Si Martha no se divorcia, ahorrará mucho dinero!

Ahora inténtalo, hay muchas posibilidades ;
 If I win the lottery, I...
 If he drinks a lot, he...

Annex B. Second activity "comic strip"

Practice 2

Design a comic strip using the past simple as the following example:

The next day

Hey Gina, did you prepare my food? I didn't eat anything since you left the house.

That is why I don't like to be a dog. You depend on someone else.

Because I worked the whole day and then, I attended a work meeting.

Hi, why did you arrive so late?

You see, that is why I don't like to be a human. Because you are a slave.

Annex C. Methodology of the class through google meet

Adrian alexis Ruiz guer... también está aquí

09:03

Baldomero Mosquera

Sebastián Calderón

Juan Simp

maria jose jaimes

yerolis liceth manrique diaz

Yulian Ruz

Manuel Moreno

Geltrudis Fernandes

Olga Lucía Torrecilla Martínez

3SS ^

Presentar ahora

Slides

Tips to write your story:

- 1- Elige e imagina una situación en particular que te permita crear las secuelas de un mismo hecho.
- 2-Has una lluvia de ideas,todas las que creas posibles que ocurrirán a partir de un hecho.
- 3-Elige y descarta las ideas que te den más coherencia.
- 4-Reescribe y modifica,revisa signos de puntuación.
- 5-Revisa la ortografía y gramática mediante un diccionario.
- 6-Puedes mostrarla a un compañero para que revise ortografía.

Annex D.Lesson plan

<https://drive.google.com/file/d/1y0A-xdjib6Gu8VL37vsKlCb9rVcYKnOt/view?usp=sharing>

Annex E.Worksheets

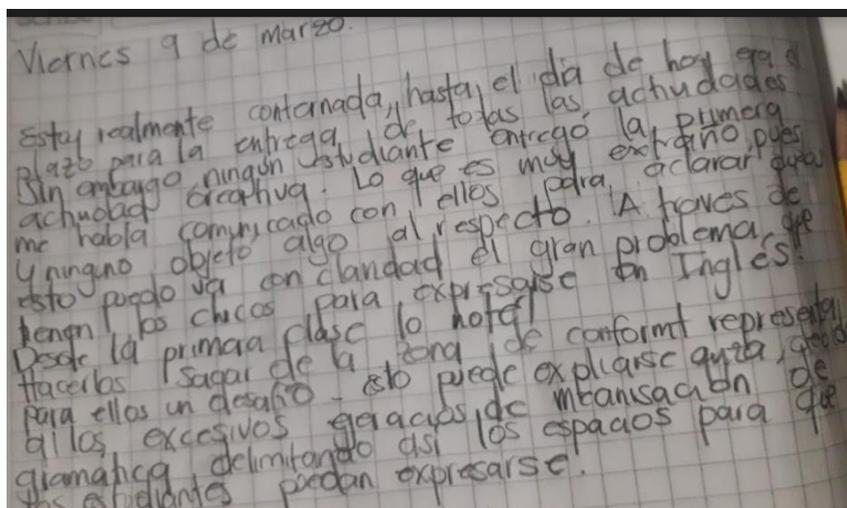
First period

<https://docs.google.com/document/d/1FJ1E2LdkXkKTwb2FP0EEV3GqzbUrUCOGX8LrOUR6pZw/edit?usp=sharing>

Second period

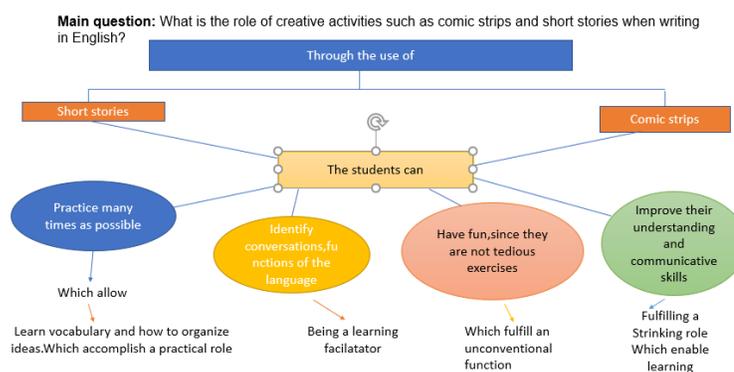
<https://docs.google.com/document/d/1FJ1E2LdkXkKTwb2FP0EEV3GqzbUrUCOGX8LrOUR6pZw/edit?usp=sharing>

Annex F.Journal.



Annex G. Story chains and Comic strips made by the students (data collected)

https://drive.google.com/file/d/1z-LWG5so_vhuQDuURxqjMjvnj-GxK4Xx/view?usp=sharing



Annex H. First activity with the students of 5^o

Nouns activity

1 Elige tres sustantivos ya sea de objeto, persona, animal o lugar. Dibujalo, presentalo y descríbelo. Puedes usar algunos de los sustantivos y adjetivos siguientes:

Sustantivos que puedes usar:

Park / parque Computer/computador School/escuela Shirt/camisa Pool/ piscina
Shoes/ zapatos River/ rio singer/ cantante Church/ iglesia Bicycle/ bicicleta
Home/ casa Guitar/guitarra Bedroom/ habitación Skateboard/ monopatin
Bear/ oso Dauphin/delfin Cat/gato Wolf/ lobo Chef/ chef Footballer/ futbolista
Danser/ bailarina Actor/actor Actress/ actriz Writer/escritor

Adjetivos que puedes usar:

<i>Handsome/ atractivo</i>	<i>Cool/ cool</i>	<i>Adorable/adorable</i>	<i>Powerful/poderoso</i>
<i>Gorgeous/ precioso</i>	<i>Funny/ divertido</i>	<i>Talented/ talentoso</i>	<i>Strong/fuerte</i>
<i>Intelligent/ inteligente</i>	<i>Delicious/ delicioso</i>	<i>Ferocious/ feroz</i>	<i>Big/grande</i>
<i>Lovely/ bonito</i>	<i>Hairy/ peludo</i>	<i>Useful/útil</i>	<i>Small/pequeño</i>

Ejemplo:



This is my favorite Singer, she is very talented.

(Esta es mi cantante favorito, ella es muy talentosa)

Slides through the explanatory video

Objectives of the class (objetivos de la clase)

- **To learn the most common nouns** - Aprender los sustantivos más comunes en inglés
- **To present my favorite object, place, animal or person** - Describir mi objeto, lugar, animal o persona en inglés.



• y utilizamos **these** para presentar sustantivos en plural

Por ejemplo:



These are my superheroes, batman and wonder woman, they are incredible

(Estos son mis superhéroes favoritos, batman y la mujer maravilla. Ellos son increíbles)

Annex I. Activities and evidence of the first and second period

<https://drive.google.com/file/d/1UmBoURc10UAv0CaxC3KB2hi7P9I6PytS/view?usp=sharing>

https://drive.google.com/file/d/1p9wpI8JSjo8WvoCcCNO9g_rdg_E3e8Zl/view?usp=sharing

Annex J. Valentin's day

6) If it ..., we'll go skiing

A. snow B. will snow C. snows

c San Valentine's Day : February 14th

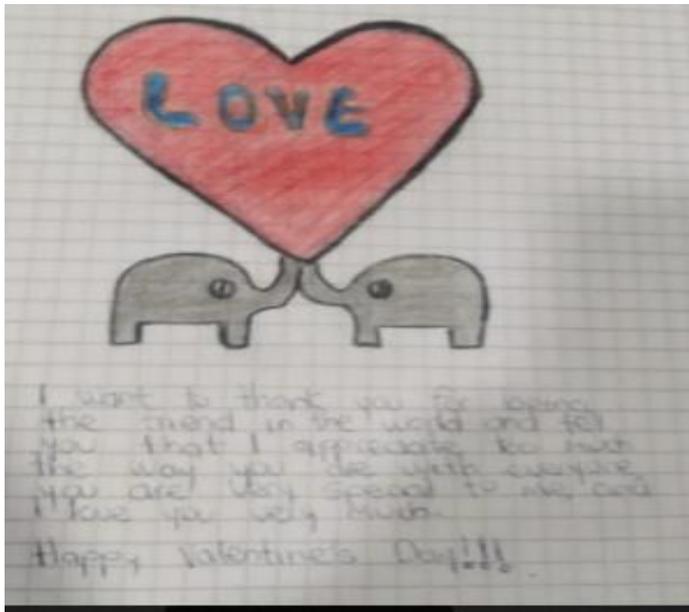
Celebrate Love!!

Elaborate a valentine's Day **card** for your favorite person, be creative, use markers, colors, colored paper and more. Let love to come out from you.

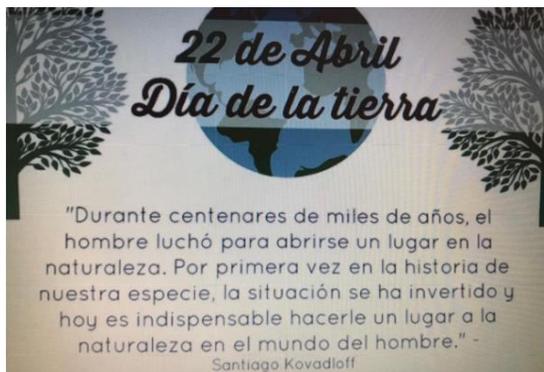
Tómale una foto a tu tarjeta de San Valentin y envíala a tu profesor de inglés antes del 15 de febrero. El amor puede hacerte ganar unos cuantos puntos extras.

For more designs, look here!! <https://n9.clo5n1n>



Annex K. Earth day.



RETO PLANETA TIERRA: Busca en la sopa de letras, las palabras que aparecen en el recuadro. Puedes usar el lápiz del celular. Envíala resuelta a tu maestro (a)

Día de la Tierra

PALABRAS

- TIERRA
- CARTÓN
- RECICLAR
- BOTE
- VIDRIO
- PLÁSTICO
- PAPEL
- PLANTAS
- FLORES
- ÁRBOLES
- OCÉANO
- PLANTAS
- SEMILLA
- METALES
- CUIDAR
- PROTEGER

B	O	T	E	S	E	M	B	R	A	R	Q	N	O
V	I	D	R	I	O	D	P	A	P	E	L	L	X
R	E	C	I	C	L	A	R	X	X	J	Y	Q	A
U	J	H	R	C	U	I	D	A	R	Y	E	Q	Y
T	I	E	R	R	A	P	R	O	T	E	G	E	R
F	L	O	R	E	S	U	W	H	G	Y	O	P	C
C	A	R	T	Ó	N	G	T	L	A	V	L	C	O
V	E	P	J	T	W	C	X	O	B	E	I	T	A
M	H	Y	X	F	A	R	B	O	L	E	S	J	
J	U	J	I	P	L	A	N	T	A	S	U	W	J
T	E	P	X	A	M	E	T	A	L	E	S	N	E
S	E	M	I	L	L	A	I	G	U	A	U	X	E
P	L	A	S	T	I	C	O	E	V	U	I	W	A
V	N	O	C	E	A	N	O	A	E	Y	G	J	O

Annex L. Language day.

ESCUELA INDUSTRIAL 20 DE JULIO

EL DÍA DEL IDIOMA

ÁREA DE LENGUA CASTELLANA



Invitamos a la comunidad educativa a formar parte de esta celebración tan importante para nuestro idioma español. Les estaremos compartiendo el día de hoy un video significativo sobre esta fecha especial.

La pluma es la lengua del alma.

Miguel de Cervantes Saavedra

Annex M.Narratives.



ACREDITACIÓN INSTITUCIONAL
Avanzamos... ¡Es nuestro objetivo!



Más allá de un ideal...

Sin lugar a dudas la actual crisis sanitaria nos golpeó con sus vertiginosas fauces de incertidumbre llevándonos hacia una replantación y reconstrucción de nuestros propios valores, creencias y prácticas, todo esto para pretender salir ilesos de ello. No sin antes desvelar las grietas vacías que enferman a nuestra sociedad y que al final termina por recrudecer la desigualdad y nuestra falta de humanismo. En este sentido, desde mi posición como practicante, la actual situación me ha llevado a replantear y a evidenciar que el pilar